

CCSS: 8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>		
CCC:	8.PR.F.1e2	Represent proportional relationships on a line graph.
Strand: Patterns, Relationships and Functions		Family: Proportional Relationships and Graphing
Progress Indicator: <i>M .PR.F.1e Representing and computing unit rates associated with ratios of lengths, areas, and other quantities measured in like or different units</i>		
Essential Understandings	Concrete Understandings: <ul style="list-style-type: none"> Identify parts of a line graph. Identify the 2 coordinates of a point on a line graph. Examine the values of the x variable or y variable to look for a pattern. Recognize a positive relationship between two variables. 	Representation: <ul style="list-style-type: none"> Graph a series of coordinates on a graph. Identify given coordinates (x,y) as a point on a graph. Identify the intercept(s) on a graph. Understand the following concepts, vocabulary, and symbols: coordinates, ordered pairs(x,y), intercept, grid, axis, point, proportion, line, slope.
Suggested Instructional Strategies: <ul style="list-style-type: none"> Teach explicitly that a coordinate grid has two perpendicular lines, or axes, labeled like number lines. Teach explicitly how to recognize the relationship between y and x using the coordinates of several points (e.g., y increases as x increases; the ratio is the same for all values if they are directly proportional). Provide multiple examples of line graphs with different, labeled coordinates and slopes. Teach explicitly how to plot coordinates on a grid and draw the line. Teach explicitly how to define a line provided on a grid by multiple coordinates. Teach explicitly simple distance/time problems that illustrate how the rates of two objects can be represented, analyzed and described graphically. Task Analysis <ul style="list-style-type: none"> Provide a series of proportional coordinates. Present a labeled graph. Identify the x coordinate and y coordinate and plot each point. List coordinates on a “T” chart, (x in one column and y in the other) for each set of coordinates. State the proportional relations;_ : _ 		
Suggested Supports and Scaffolds: <ul style="list-style-type: none"> Grid paper with raised perpendicular lines (horizontal and vertical lines) and points Models T-chart, graphic organizer Rulers, straightedge Calculator 		

Grades 6–8 Reading Element Card – Informational Text – *Using Details to Describe Text*

Grade 6 students:	Grade 7 students:	Grade 8 students:
<p>CCSS: 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>CCSS: 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>CCSS: 8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
<p>PI: M.RI.c Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details.</p> <p>M.RI.e Identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader.</p>	<p>PI: M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).</p>	<p>PI: M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).</p>
CCCs	CCCs	CCCs
<p>6.RI.c1 Identify prior knowledge of an event or topic.</p> <p>6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.RI.c5 Summarize the points a speaker makes.</p> <p>6.RI.e2 Summarize the points an author makes.</p>	<p>7.RI.j4 Provide/create an objective summary of a text.</p>	<p>8.RI.j5 Provide/create an objective summary of a text.</p>
<p>Essential Understanding:</p> <p>Identify the main idea of a text.</p> <p style="text-align: center;">THEN</p> <p>Identify key details related to the main idea of a text.</p> <p style="text-align: center;">THEN</p> <p>Identify a factual summary/statement about the text.</p>	<p>Essential Understanding:</p> <p>Identify the main idea of a text.</p> <p style="text-align: center;">THEN</p> <p>Identify key details related to the main idea of a text.</p> <p style="text-align: center;">THEN</p> <p>Identify a factual summary/statement about the text.</p>	<p>Essential Understanding:</p> <p>Identify the main idea of a text.</p> <p style="text-align: center;">THEN</p> <p>Identify key details related to the main idea of a text.</p> <p style="text-align: center;">THEN</p> <p>Identify a factual summary/statement about the text.</p>
<p>Suggested Instructional Strategies:</p>		
<p><u>Write to Understand</u></p> <ul style="list-style-type: none"> • Use a sequence chart to record events as they happen in a story, poem or drama. • Use system of least prompts as needed to provide feedback.* 		

Discuss to Understand

Teach using Word Splash

- Read through the text and decide on key words, phrases and concepts in the text that will give students ideas of what the text is about or words that may need further clarification.
- Type or write, then copy for individual students or small groups.
- Once distributed, allow students a few minutes to read through the text and discuss listed words and phrases with others. Allow students to make predictions about the central idea of the text in their groups.
- Bring students back together and ask them for their predictions, encouraging all students to contribute. Students may write or present their information to the class or in small groups.

One Sentence Paraphrase (1SP).

1. Select a section of text that includes several paragraphs. Display the text on the board or screen to allow the class to work as a group.
2. Read the first paragraph with the class. Cover the paragraph. Ask students to write **one** sentence that reflects their understanding of the paragraph.
3. Share several sentences, looking for similarities and differences.
4. Read the next paragraph and continue the process.

Model to Understand

Model the following summarizing steps:

1. Go through the passage and delete trivial or unnecessary material.
2. Delete redundant or repeated material.
3. Model how to substitute terms for lists (i.e., substitute flowers for daisies, tulips, and roses).
4. Model how to create a one sentence summary based on the steps 1-3.

Teach students to make notes in the margins (i.e., questions for discussion or future thinking, notes to identify important information, comments about content); notes can be on sticky notes if writing in the book is not appropriate.

Suggested Scaffolds and Supports

- Highlighted important information; crossed out unimportant information in a version (i.e., read clean version, use marked up version to write summary).
- Picture/object/tactile representations to illustrate and sequence important events in the text
- Sentence strips that summarize the beginning, middle, and end of the text for sequence
- Sample text and three proposed summaries

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.